

# READING STANDARD ARTICULATED BY GRADE LEVEL

## GRADE 6

### Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

#### Concept 1: Print Concepts

Demonstrate understanding of print concepts.

(Grades K-3)

#### Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

(Grades K-2)

#### Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

#### Concept 4: Vocabulary

Acquire and use new vocabulary in relevant context

PO 1. Determine the effect of affixes on root words.

PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).

PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).

PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.

*PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.*

*Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.*

# READING STANDARD ARTICULATED BY GRADE LEVEL

## GRADE 6

### Concept 5: Fluency

Read fluently.

PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

### Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

*PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).*

*PO 2. Confirm predictions about text for accuracy.*

*PO 3. Generate clarifying questions in order to comprehend text.*

*PO 4. Use graphic organizers in order to clarify the meaning of the text.*

*PO 5. Connect information and events in text to experience and to related text and sources.*

*PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.*

*PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.*

*Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.*

# READING STANDARD ARTICULATED BY GRADE LEVEL

## GRADE 6

### Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

#### Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).

PO 2. Identify the theme in works of prose, poetry, and drama.

PO 3. Describe the motivations of major and minor characters.

*PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.*

PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution

PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.

PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).

*PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.*

#### Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. *Describe the historical and cultural aspects found in cross-cultural works of literature.*

PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.

*Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.*

# READING STANDARD ARTICULATED BY GRADE LEVEL

## GRADE 6

### Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

#### Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.

PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.

*PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.*

PO 4. Identify the author's stated or implied purpose(s) for writing expository text.

*PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)*

*PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)*

PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)

PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.

*PO 9. Draw valid conclusions about expository text, supported by text evidence.*

#### Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.

PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.

*PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).*

*Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.*

# READING STANDARD ARTICULATED BY GRADE LEVEL

## GRADE 6

### Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Determine the author's specific purpose for writing the persuasive text.

PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.

PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.

*Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.*